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# HISTORY— SOCIAL SCIENCE STANDARDS

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DRAFT INTERIM  
CONTENT AND  
PERFORMANCE  
STANDARDS

# THE CHALLENGE INITIATIVE

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## INTRODUCTION

The Challenge School District Reform Initiative calls on California's educators and parents to embrace a simple but powerful concept: school districts must set high content and performance standards for student achievement—stating clearly and publicly what each student should know and be able to do at the end of each year in each subject area. Schools are challenged to hold themselves accountable for results, reporting precisely how well their students are achieving and how many students are meeting the school district standards.

To further the Challenge Initiative, the following Draft Interim Content and Performance Standards, “Challenging Standards for Student Success,” have been developed in language arts, mathematics, history-social science, science, health education, physical education, visual and performing arts, foreign language, applied learning, service learning, and career preparation. Each set of standards includes an introduction, standards by grade level, examples of the types of work students should be able to do to meet the standards, and samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standards. Some sets of standards also include samples of student work that meet the standards, and a few have short commentaries on these samples.

The draft Challenge Standards are a product of collaboration among representatives of school districts interested in the Challenge Initiative, curriculum specialists, teachers, and California Department of Education staff. Small working groups began the initial development of the standards in October 1995 and work on them continues, using as a basis the national standards including those from the New Standards Project; school district standards; California curriculum frameworks; and *Every Child a Reader* and *Improving Mathematics Achievement for All California Students*, the Superintendent of Public Instruction's 1995 task force reports on reading and mathematics. In December 1995 the working groups submitted their drafts to the California Department of Education. The complete set of draft Challenge Standards was distributed to representatives of the school districts interested in the Challenge Initiative at a meeting in Sacramento on December 14, 1995.

Several national and state reform efforts promote the development of standards. The New Standards Project, for example, builds on content standards developed by national professional organizations to design an assessment system based on world-class standards of student performance. Improving America's Schools Act of 1994 (IASA) requires school districts to measure student progress toward achieving rigorous state content and performance standards. California Assembly Bill 265, enacted in 1995, also requires the California State Board of Education to adopt academically rigorous statewide content and performance standards.

As part of the Challenge Initiative, participating school districts will now begin to (1) determine how the draft Challenge Standards relate to local standards, (2) gather samples of student work related to each standard, and (3) examine the student work to determine whether or not students are able to meet each standard.

When completed, the content and performance standards will establish a clear set of expectations for what students should know and be able to do at every grade level. These standards are in draft form and continue to be refined. Therefore, any comments are appreciated. General comments and questions about the draft Challenge Standards may be directed to the Assessment Office at (916) 657-3011. Specific comments and questions may be directed to the individuals listed below.

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# HISTORY-SOCIAL SCIENCE STANDARDS

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## INTRODUCTION

The course descriptions contained in the *History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve* (1988; reaffirmed 1994) provide the basis for the Draft Interim Standards in History-Social Science. One or more standards were developed for each unit described in the framework for a given grade level. The standards are intended to be broad in focus, and the “Examples of the Types of Work Students Should Be Able To Do to Meet the Standard” highlight some of the knowledge and abilities necessary to meet the standard. They do not include quality criteria for proficient-level work.

The “Samples of Specific Activities or Tasks That Give Students the Opportunity to Demonstrate That They Can Meet the Standard” show the kinds of classroom tasks that help develop proficiency in students. They are not intended to be mandatory or comprehensive. Where actual samples of student work were available, they have been included. With the inclusion of work samples in later revisions of this material, it will be possible to give a clearer explanation of the characteristics that indicate real proficiency on the part of students. It is hoped that the Challenge Districts themselves will be able to provide examples for inclusion.

The verbs used in the “Examples of Types of Work Students Should Be Able to Do” should be interpreted with a degree of flexibility. Such verbs as *explain* or *describe* may seem to suggest written and oral reports solely. While such reports are good ways for students to show what they know, a range of other worthwhile strategies should be considered as well (e.g., panel discussions, analyzing historic documents, retelling the story of an event, making an exhibit, drawing a chart or timeline, mapping). Examples in the “Samples of Specific Activities” suggest some of the possibilities.

In order for schools to achieve a more comprehensive program in history-social science, it is essential that the standards be used in conjunction with the History-Social Science Framework. Many important aspects of the curriculum (e.g., critical thinking, correlation with literature, students’ understanding of cause and effect) can only be implied here, given the scope of these standards. Readers are referred to the framework’s introduction and to its goals, strands, and course descriptions for a more complete discussion of the curriculum.

A list of publications supporting the framework, such as Course Models and literature lists, may be obtained from the California Department of Education, Bureau of Publications Sales, (916) 445-1260. The consistency of these standards with the framework and its related publications should be a boon to Challenge Districts since it aims state and local efforts in the same direction.

# HISTORY-SOCIAL SCIENCE STANDARDS

## KINDERGARTEN

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### LEARNING AND WORKING, NOW AND LONG AGO

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#### STANDARD 1:

The student will work to develop attributes of good citizenship and character and will learn to work with others in a school setting.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Learn to work with others: sharing scarce resources, kindness, taking turns, etc.
- Learn individual responsibility: respecting others' safety and belongings; taking into consideration the consequences of one's actions; planning ahead
- Analyze problems: why a problem arose, different ways of solving or coping with the problem, how different behaviors bring different results
- Discuss simple stories and fables that illustrate principles consistent with good citizenship and character

#### **Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

In classroom work, the student is able to share a scarce resource with classmates by taking turns when completing an art project. Examples of scarce resources might include scissors, paste, or paint.

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#### STANDARD 2:

The student will demonstrate an understanding of the geography and economics of the school and its surroundings.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Describe the school's layout and environs, the jobs people do there, and how people work together
- Describe the topography, streets, transportation systems, structures, and human activities in the school's neighborhood
- Demonstrate a beginning understanding of geography and economics
- Demonstrate an understanding of the importance of literacy as a means of acquiring valuable information and knowledge

#### **Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

In small groups, children draw or paint pictures of important places in their school (e.g., the cafeteria, the office, the playground, the flag pole) after having visited them during a class walk. They work together to display their pictures in correct sequence of the visit. Later, each pupil is able to identify the place he/she drew and explain some of the work people do in those places. This activity helps students gain a base of geographic and economic understanding and helps them think chronologically (time and place).

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**STANDARD 3:**

The student will demonstrate an awareness of the past, explaining some of the ways in which the “here and now” is different from the “long ago.”

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**Examples of the types of work students should be able to do to meet the standard:**

- Describe the different ways people lived in earlier times through literature, pictures, art prints, and artifacts (e.g., an old coffee grinder, an arrowhead)
- Describe how children’s lives would have been different if they had lived long ago
- Demonstrate an understanding of concepts relating to time, such as yesterday, today, tomorrow; “long ago” and “long, long, ago”; naming daily events in chronological order.

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

Given various artifacts or pictures of artifacts, the student will identify the purpose of the object, the work people did with it, and how life and work are different today. (Example: After explaining a 1920 picture showing an iceman loading an icebox, the student is able to explain that refrigerators have replaced iceboxes and the need for icemen.)



# HISTORY-SOCIAL SCIENCE STANDARDS

## GRADE 1

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### A CHILD'S PLACE IN TIME AND SPACE

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#### STANDARD 1:

The student will demonstrate an understanding of the responsibility of individuals and groups to solve conflicts or problems.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Understand and practice basic civic values of fair play, good sportsmanship, individual responsibility, respect for the rights and opinions of others, and respect for rules
- Work with others to solve problems and make decisions
- Analyze and discuss the principles taught in such stories as *Aesop's Fables*

#### **Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student demonstrates good sportsmanship during organized games with the whole class (e.g., making sure to take turns, keeping a good attitude in the face of defeat). In class, the student will explain good sportsmanship among children and adults by giving examples from school, home, or other spheres of activity.

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#### STANDARD 2:

The student will demonstrate an understanding of the geography and economics of a familiar neighborhood.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Observe a familiar neighborhood and represent it in different kinds of maps
- Demonstrate an understanding of the geographical elements of scale, distance, relative location, and spatial relationships of a floor or table map
- Compare the information learned from a floor or table map to information gained from a two-dimensional map of the same area
- Observe changes occurring in a familiar neighborhood, and analyze why these changes are taking place
- Explain the meaning of basic economic terms by observing, discussing, and acting out activities occurring in the familiar neighborhood: producing goods, providing services, buying and selling
- Identify ways in which the local area is connected to the larger world by visiting such places as the post office, a transportation center, a packing plant, an airport, a harbor, and industries; explain how workers work together to accomplish tasks
- Explain how changes in the neighborhood and community are affecting people who live there
- Through literature, demonstrate an understanding of the many ways people work together to get jobs done; show appreciation for the work others do

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After visiting the local post office, class members each draw a picture of one of the postal workers doing his/her part so that a letter reaches a nearby town; together, the drawings show the range of work and workers. The students describe the different kinds of transportation used in moving mail to the nearby town and to places far away. Assisted by the teacher, students write a letter of thanks and appreciation to postal service employees for the work they do.

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**STANDARD 3:**

The student will demonstrate an understanding of the world in which he/she lives by studying people, families, and stories from many cultures, now and long ago.

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**Examples of the types of work students should be able to do to meet the standard:**

- Read as a means of understanding people of different cultures now and long ago (focus: folk tales, hero stories, historical legends, some non-fiction)
- Demonstrate an understanding of the ways in which cultures are different and the same
- Examine and dramatize stories from various cultures and analyze stories for what they tell about the culture, its customs, ceremonies, traditions, foods, social practices, and the like

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After learning the Japanese tale of *Momotaro, the Peach Boy*, the student identifies some of the traditions or beliefs of ancient Japan reflected in the story. The student also gives an example from the story showing a deed of kindness or courage. The student joins classmates in acting out an episode from the story.

Another example: After hearing and discussing *Houses and Homes* by Ann Morris, the students work together as a class to generate reasons why people need houses or shelter, such as protection from the weather, a place to sleep, or a place for families to be together. These reasons are used as headings for a classroom chart, and the students work together to list reasons that people have built the different kinds of houses shown in the picture book (e.g., the sealed house in Canada protects people from the cold; the house in Portugal is painted white to reduce heat from the sun). Using the picture book mentioned, the student chooses a house suited for a hot, cold, or temperate climate; the student draws a picture of the chosen house and explains why the house is well-suited for people living in the particular climate. This example addresses Elements a and b.

# HISTORY-SOCIAL SCIENCE STANDARDS

## GRADE 2

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### PEOPLE WHO MAKE A DIFFERENCE

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#### STANDARD 1:

By focusing on people who supply our needs, the student will gain an understanding of geography, economics, and the interdependence of people.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Describe the many people who supply food and the work that they do: people who grow and harvest food crops on wheat and vegetable farms, fruit orchards; banana plantations of Central America; dairy workers who supply dairy products; and processors and distributors who move the food from farm to market
- Demonstrate an understanding of all consumers, producers, processors, and distributors rely on each other in bringing these foods to market
- Make flow charts showing the sequence of events in growing, harvesting, processing, distributing, and selling a local crop or product
- Interpret data in air photos, regional maps, and globes; use cardinal directions; read simple map symbols with the use of a legend
- Explain how geography affects agriculture and transportation; how climate affects the crops a farmer can grow; why some areas are more fertile than others; how farmers protect their crops from drought and frosts; how irrigation systems work; what happens in times of natural disasters
- Demonstrate an understanding of basic economic factors relating to people who supply our needs
- Compare how the people long ago tended to their needs for food with the ways of people today

#### **Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After visiting a local food-related industry or other business (e.g., a farm, a creamery, a distributor), the student works with a small group of classmates to draw flow charts showing the work people do to provide the goods or service. Each student tells about the work shown and explain how workers rely on each other to be productive. The student names other goods and services workers use in their tasks but do not produce themselves.

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#### STANDARD 2:

The student will demonstrate an understanding of the many ways in which parents, grandparents, and ancestors have made a difference, and will begin to develop a sense of history.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Make a time line of several important events in their own lives (e.g., birth, a favorite birthday party, getting a pet, starting school, going on a trip) and a time line of important events in the life of someone they know

- Construct family histories, including information on where the family came from, what it was like to live there, who was in the family then, when the family came here, how they made the trip, and any family legends about the journey. NOTE: This may be a history of the child's actual family, a family known to the child, a storybook family, or a make-believe family
- Compare families' transportation methods during earlier days with those of today
- Demonstrate an understanding of the cultures from which families came, including the stories, games, and festivals they enjoyed, the work they did, their traditions, and their dress, manners, and customs
- Compare daily life in the past with that of today, and identify some of the changes which have occurred

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student completes a family history for at least two generations that is illustrated in the form of a picture time line, a family tree, or other means; the history may be presented orally or in writing. (Students may portray their own family or the history of another family known to the child.) In completing the project, the student has been able to develop questions for interviews and draws upon picture books, illustrations, and other materials to show the home life of long ago.

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**STANDARD 3:**

The student will begin to appreciate the importance of individuals from many cultures, now and long ago, who have made a difference for the better in people's lives.

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**Examples of the types of work students should be able to do to meet the standard:**

- Read and hear simple biographies to understand major discoveries and accomplishments in various fields, their impact, and the people responsible for them
- With classmates, meet with and interview local citizens from many walks of life who have helped to solve problems or contribute to the safety, welfare, or happiness of others
- Write a brief history of someone the student knows and explain how he or she makes a difference for the better

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After reading or hearing the story *Teammates* by Peter Golenbock, students will discuss the attributes that make both Jackie Robinson and PeeWee Reese heroes. Heroic attributes will be listed on a chart and used as a basis for further discussion of heroic attributes of others in stories or in the students' lives. Each student writes a short explanation of why he/she thinks Robinson or Reese is a hero. The student uses examples from the story to explain the attributes Robinson or Reese possesses.

# HISTORY-SOCIAL SCIENCE STANDARDS

## GRADE 3

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### CHANGE AND CONTINUITY

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#### STANDARD 1:

The student will demonstrate an understanding of the natural landscape of the local region, in preparation for studying local history.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Demonstrate an understanding of the function of different kinds of maps and how to use them
- Verbally explain the geographic features that are unique to the local region
- Create a terrain model of the local topography, noting especially the geographic features that have contributed to the region's historical development
- Demonstrate an understanding of the geography of the region through visits to typical geographic sites or areas

#### **Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After studying the geographic features specific to their region, the student creates a relief map of the local town/city. The map will include all the geographic features studied, with appropriate labels and a key for interpreting the map.

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#### STANDARD 2:

The student will describe the culture of the local native American Indians of the region and the impact that geography had on their economy, government, and culture.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Describe the food, clothing, shelter, language, tools, transportation, religious beliefs, recreation, medicine, and traditions of the local native American Indian group, as appropriate for this grade level
- Explain how the specific local geography contributed to the cultural elements of the native American Indians who lived in the local region long ago
- Describe aspects of their economic and political systems and how geography contributed to them
- Use different publications, pictures, artifacts, oral histories, and stories with increasing facility in order to gain information and work more independently

#### **Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student collaborates with peers to create a chart explaining the food, clothing, shelter, language, tools, spiritual beliefs, recreation, medicine, and rites and ceremonies of the local native American Indian culture. Working independently, each student writes a short essay (two paragraphs) on how the geography of the locality influenced the group's culture. The essay shows good organization and uses examples from the information studied.

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**STANDARD 3:**

The student will demonstrate an understanding of the people who came to the local region and how these people and major historical events contributed to the present day community.

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**Examples of the types of work students should be able to do to meet the standard:**

- Explain how different individuals and groups of people who came to the local region made an impact on the land, community, and traditions
- Explain the reasons why major events happened and the effect that these events had on the people of the time
- Explain how decisions made by local historical figures have affected the community over time
- Use primary sources (pictures, diaries, interviews with older citizens) to understand the history of the local region
- Describe the function and purpose of a historical time line and create time lines showing people and events in the history of the local region
- Describe important events in the economic development of the community and show how they relate to the geography of the local region
- Demonstrate an understanding of cultural aspects of community life by visiting or participating in one or more local traditions or festivals
- Identify current issues important in the local community and visit with community leaders, volunteers, and other informed citizens to learn about them
- Demonstrate an understanding of city government, elections, and some of the means for resolving local issues
- Demonstrate an understanding of the place and value the student has in the history of their local community, and how he/she is a contributor to the local community

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After studying the major historical people and events in the local region, the student chooses a local historical person, develops a “speech” for that person, and creates costumes and artifacts to support the speech. Students can perform their speeches for parents, the community, or other students. The performance should include historical information about the person’s life as well as how the major events of the time influenced, or were influenced by, his/her life.

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**STANDARD 4:**

Students will demonstrate an understanding of ideas and symbols of the United States that create a sense of community and continuity among citizens and exemplify cherished ideals.

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**Examples of the types of work students should be able to do to meet the standard:**

- Know and identify American symbols, songs, national holidays, folk tales, legends, tall tales, historical tales, and hero tales and explain why they are treasured parts of U.S. history and lore
- Read stories of immigration to better understand the experiences of those who came to the United States from other lands
- Read biographies of American heroes, ordinary and extraordinary, to better understand the importance of individuals in our nation’s history

- Demonstrate an understanding of the stories from U.S. history that foster in students an interest in history and familiarize them with important or memorable events or eras
- Demonstrate an understanding of how the history of the local region is connected to the history of the nation, and how the student is a part of each
- Describe key ideas in the Pledge of Allegiance to the flag

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student correctly identifies famous U.S. landmarks and symbols (e.g., Mount Rushmore, the Liberty Bell) and explains important facts about their creation and meaning.

# HISTORY-SOCIAL SCIENCE STANDARDS

## GRADE 4

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### CALIFORNIA: A CHANGING STATE

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#### STANDARD 1:

The student will demonstrate an understanding of the physical setting of California that has attracted settlement for thousands of years.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Describe the physical geography of California and compare it to other regions of North America
- Describe and locate major California deserts, mountain ranges, coastal bays, natural harbors, river valleys, and delta regions
- Explain how the physical environment attracted settlement

#### **Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student constructs a three-dimensional map of California that accurately displays the major deserts, mountain ranges, and waterways, using symbols explained in a key. The student writes a brief explanation of how this physical environment attracted settlement.

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#### STANDARD 2:

The student will demonstrate an understanding of the pre-Columbian settlements of people in California.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Describe American Indian settlements in California and learn about language groups, distribution, social organization, economic activities, legends and beliefs
- Explain how California Indians used natural settings without significantly modifying the environment
- Analyze and explain how geographic factors influenced the location of settlements in the past as they do currently

#### **Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

Students work together to construct a class mural which shows examples of the daily life of a California Indian group. The mural accurately depicts the group's social organization, the work people did, their beliefs, legends and the influence of the local area. Each student explains the significance of at least two components of the mural.



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**STANDARD 3:**

The student will identify the major events in the exploration and colonization of California and describe its impact on Native Americans.

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**Examples of the types of work students should be able to do to meet the standard:**

- Demonstrate an understanding of the history of the European exploration of California
- Explain the reasons for Spanish colonization of California by reading accounts of the travels of Junipero Serra, Gaspar de Portola, and Juan Crespi
- Map routes to settlements and describe the difficulties presented by the physical barriers (mountains, deserts, and ocean currents) in gaining access to California
- Examine and compare the points of view of exploration and colonization of Alta California by Native American Indians and European explorers, and the participation of Spanish, Mexicans, and Blacks

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

Using a physical map of California, the student lists three ways in which the physical features might present obstacles to exploration. After reading or hearing excerpts from Portola's journal, the student writes two to three paragraphs in which he/she may change or add to the initial impressions.

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**STANDARD 4:**

The student will demonstrate an understanding of the major developments during the Spanish Mission and Mexican rancho periods of California history.

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**Examples of the types of work students should be able to do to meet the standard:**

- Describe the Spanish attempts to spread Christianity among the native peoples of California
- Explain the geographic and economic factors in the location and function of the Spanish missions
- Describe the changes for people in California from a hunting and gathering economy to a settled mission agricultural economy
- Use literature to identify and describe the daily life of people who occupied presidios, missions, ranchos, and pueblos
- Explain the changes in Alta California resulting from Mexico winning its independence from Spain

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student prepares a layout for a mission. The drawing includes a floor plan of the mission and a depiction of the surrounding area. The student writes phrases in the margins, drawing arrows to buildings and physical features shown, in order to answer the questions, "Why did the mission include these buildings? Why was the mission located in this environment?"

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**STANDARD 5:**

The student will demonstrate an understanding of some of the major people and events in the period of California History from the establishment of the Bear Flag Republic, the Mexican-American War, the Gold Rush, and California statehood.

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**Examples of the types of work students should be able to do to meet the standard:**

- Create a timeline showing the four chronological events that changed the course of California history: the establishment of the Bear Flag republic, the Mexican-American War, the Gold Rush, and California's admission to statehood
- Describe how the Gold Rush changed California, including population size and diversity; the build-up of settlements; statehood; the effect of sudden wealth on the state; the Gold Rush's effects on the environment and its impact on the lives of people already here
- Trace the routes people used by people traveling to California and read journals about the difficulties they encountered (e.g., the Bidwell and Donner parties)
- Read stories of the lives of people who lived in this time period such as Jedediah Smith, James Beckwourth, John Fremont, Bernarda Ruiz, and Biddy Mason to understand the achievements of diverse people in California during this period
- Describe the way in which California became a state and compare its government with those of the Spanish and Mexican period. Examine the impact on Mexican Americans and the change in political conditions in the state
- Explain the purpose of a state constitution and review some of the key principles in California's constitution

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

Students collaborate to produce a class newspaper, written as if it were published at the time of the Gold Rush. Each student writes an article that is written from the viewpoint of a particular individual or group regarding the dramatic changes taking place in California. The article reflects facts known about the period and contains descriptive accounts based on the literature, texts, and primary sources studied.

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**STANDARD 6:**

The student will describe the impact that immigration, new technologies, and historical events have had on California from 1850 to the present time.

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**Examples of the types of work students should be able to do to meet the standard:**

- Describe the building of the transcontinental railroad, its location, the diverse groups of people who built it, and its economic impact on California
- Explain the ways in which water and electricity initially were harnessed, how this enabled large agricultural areas and cities to develop, and the ongoing importance of water as a major issue in California
- Examine the immigration of diverse groups of people to California over time including people from Mexico, the Far East, Pacific regions, and European nations. Focus on the strengths and problems immigration has brought to California
- Review the current system of education, agricultural business, and industry in order to understand the powerful role California plays in the nation and in the world.

- Demonstrate an understanding of the impact on California made by the Great Depression, the Dust Bowl, World War II, and the development of industries such as aerospace, movies, and electronics; examine the effects of increasing population
- Explain the events and conditions that have led to California's becoming a leader among States and nations (e.g., industry, agriculture, the transportation, and dams and aqueducts)
- Identify some of the ways in which citizens exercise their responsibilities in solving problems facing California

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

Students work together to create an illustrated time line showing stages in the rise and decline of California's orange industry. The time line displays such information as the invention of the refrigerated railroad car, a map showing how water is brought to orange groves for irrigation, and a chart showing California's orange production and population size in 1920 and 1990. Individually, each student selects an illustration from the time line and tells how that event contributed either to the rise or decline of orange production in California.

# HISTORY-SOCIAL SCIENCE STANDARDS

## GRADE 5

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### UNITED STATES HISTORY AND GEOGRAPHY: MAKING A NEW NATION

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#### STANDARD 1:

The student will demonstrate an understanding of major pre-Columbian settlements of the North American continent and know that various cultures were influenced by their environment.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Describe the migration pattern of people to the Americas
- Describe the major pre-Columbian settlements of the Southwest, Northwest, Great Plains, and east of the Mississippi
- Describe how people adjusted to their natural environment and expressed their culture through story, art, music, and dance
- Explain how each culture developed different economic and governmental systems

#### **Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

Read and compare several Native American stories, from different cultures (e.g., the Coyote stories) and classify how people explained their origins. The comparison might include how the stories and groups were influenced by a particular environment.

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#### STANDARD 2:

The student will demonstrate an understanding of how geographic, political, and technological factors brought about an age of exploration.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Describe the different economic, political and religious motives for European exploration, including the sense of adventure and the longing for national glory
- Trace the routes and describe the aims and results of major explorers
- Explain the encounters between native American Indians and Europeans
- Explain the effects of explorations on the Americas and on Europe
- Describe how the introduction of the compass, the astrolabe, and seaworthy ships opened the way for exploration

#### **Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

Choose two explorers from different countries (Spain, England, France, Portugal, Holland). Explain the reasons for exploration, the difficulties they encountered, and the results of these explorations including their encounters with native peoples.

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**STANDARD 3:**

The student will demonstrate an understanding of the development of colonial societies that shape the politics and institutions of the United States: the Jamestown settlement, Pilgrim and Puritan New England, and the Middle Colonies.

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**Examples of the types of work students should be able to do to meet the standard:**

- Describe French, Portuguese, Spanish, and English colonization in the New World
- Tell the story of the Jamestown settlement and the establishment of a plantation economy
- Analyze the slave trade and the development of slave culture in Virginia
- Demonstrate an understanding of the significance of the House of Burgesses as the first representative assembly in the colonies
- Tell the story of the Pilgrims and explain the significance of the Mayflower Compact
- Describe daily life in Pilgrim culture
- Describe the story of John Winthrop and the Puritans, their religious beliefs, educational system and institutions of self-government; and the influence of such dissenters as Roger Williams and Anne Hutchinson
- Explain the wide variety of groups and cultures that made up the Middle Colonies
- Explain the significance of William Penn, Benjamin Franklin, and others
- Explain the geography and trade of the colonies
- Accurately locate on a map the colonies which later became the thirteen states

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student deduces information about the slave trade in the Southern colonies by studying a reproduction of a handbill for the sale of slaves. The student draws from studies about the slave trade in writing a short essay explaining why slaves were used in the South; how slaves found ways to resist slavery in their day-to-day lives; what slavery's effects were on slave families; and how slaves developed a culture to survive. The essays are assessed according to a predetermined scoring guide.

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**STANDARD 4:**

The student will demonstrate an understanding of the expansion of English colonies and the resulting political and economic conflicts.

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**Examples of the types of work students should be able to do to meet the standard:**

- Describe the geography of the trans-Appalachian West
- Explain the causes of the French and Indian Wars
- Describe the experiences of pathfinders such as Daniel Boone and settlers who ventured in the Ohio Valley and crossed the Cumberland Gap into Kentucky
- Study biographies, tall tales, legends, and folk songs to demonstrate an understanding of the people who settled this region
- Explain the viewpoint of American Indians who lived in the region and describe the conflicts between Indians and settlers

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

Using George Caleb Bingham's painting, "Daniel Boone Escorting Settlers Through the Cumberland Gap," each student selects one person in the picture and writes an essay that includes why that person is on the trip, the obstacles the person likely encountered, and the opportunities and problems the person might have faced in the future.

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**STANDARD 5:**

The student demonstrates an understanding of major events and people of the American Revolution, the causes of the Revolution, and how it led to independence.

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**Examples of the types of work students should be able to do to meet the standard:**

- Place in chronological order the major events from 1756 to 1776 which led to the outbreak of the American Revolution (such as the French and Indian War, Stamp Act, Boston Massacre, and the Boston Tea Party) and explain how they are related
- Describe notable events and people of the War for Independence including the French Alliance, Saratoga, Yorktown, Patrick Henry, Nathan Hale, George Washington, Benjamin Franklin, Abigail Adams, Molly Pitcher, Phyllis Wheatley, and Francis Marion (The "Swamp Fox")
- Explain the British and Loyalist perspectives and explain why many slaves and Native Americans supported the Loyalists
- Demonstrate an understanding of the motives and experiences of people during the Revolutionary War from having read biographies and historical fiction such as *Johnny Tremain*
- Read poems from and about this period, such as "Paul Revere's Ride" and "Concord Hymn," and use them to demonstrate an appreciation of American lore and history
- Describe the creation of the Declaration of Independence and how the signers risked their lives and property; explain its principles of "consent of the governed" and that "all men are created equal"; describe how the ideals of the Declaration contradicted the institution of slavery
- Explain the consequences of the Northwest Ordinance (1789)

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student circles two events on a time line of major events leading to the American Revolution and writes a short essay explaining how they are related.

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**STANDARD 6:**

The student will explain the development of the young republic 1789-1850.

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**Examples of the types of work students should be able to do to meet the standard:**

- Demonstrate knowledge of the waves of immigration to North America and identify settlement patterns

- Explain different modes of transportation and the movement into the Ohio and Mississippi valleys and the south; explain the economic development of these regions
- Explain the stories of the Louisiana Purchase and the Lewis and Clark and Fremont expeditions; map the routes of the latter's expedition parties
- Demonstrate an understanding of the resistance of American Indian tribes to encroachments by settlers and the government's policy of Indian removal, including the story of the "Trail of Tears;" read biographies in order to demonstrate an understanding of the lives of such people as Chief Tecumseh, Chief Osceola, and Chief John Ross
- Read legends that stem from this era, including stories of Mike Fink and Paul Bunyan, to gain and demonstrate an understanding of the period and of U.S. lore

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

A map of North America is given to the student; the map shows major bodies of water, such as the Ohio and Mississippi rivers and the Great Lakes. The student adds narrative and routes, explaining how merchants and settlers were able to buy, sell, and transport goods over long distances. The student gives examples of the kinds of goods being sent to market and the routes used in doing so, including the Erie Canal.

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**STANDARD 7:**

The student will demonstrate an understanding of the major people and developments of the westward expansion up to 1850.

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**Examples of the types of work students should be able to do to meet the standard:**

- Explain the motivations for the advance of pioneer settlements beyond the Mississippi; demonstrate familiarity with different groups traveling west—traders, adventurers, Mormons, farmers, forty-niners, whalers, sea traders, and others—and the difficulties they faced
- Compare and contrast life on the Oregon, California, Santa Fe, and Texas trails, and map these important routes
- Demonstrate an understanding of the war with Mexico and the culture of the American Southwest
- Explain the reactions of American Indians over increasing migration and the reasons for their concerns
- Describe the varied roles of women and the beginnings of women's suffrage in Wyoming
- Map the expanding U.S. boundaries

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student locates on a physical map the Oregon Trail, the Overland Route, the Santa Fe and the Old Spanish Trails, and explains in a short essay some motivations for travel and geographic hardships pioneers faced in their journeys west.

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**STANDARD 8:**

The student will demonstrate knowledge of the main events that led to the end of slavery in the U.S. and subsequent events that have continued to form American society as “one nation, many people.”

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**Examples of the types of work students should be able to do to meet the standard:**

- List major events leading to the end of slavery in the U.S.
- Demonstrate a familiarity with some of the subsequent achievements of African Americans in such areas as music, literature, art, science and medicine, technology, scholarship, and politics
- Identify the 50 states and map immigration settlement patterns in different periods
- Read stories of immigrants in order to demonstrate an understanding of their cultures and successes and hardships
- Explain the significance of the Statue of Liberty

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student writes a letter from the perspective of an immigrant who is writing home to explain the reasons for leaving the old country and coming to the United States. The student draws from immigrants’ accounts, biographies, and historical fiction to describe the journey and to tell about experiences in the new land.

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**STANDARD 9:**

The student will demonstrate knowledge of important ideas and aspirations that form the foundation of the American republic.

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**Examples of the types of work students should be able to do to meet the standard:**

- State some important principles that help shape the American character
- Explain the meaning of key phrases from the Declaration of Independence and the U.S. Constitution with its Bill of Rights
- Describe some of the ways in which citizens safeguard freedoms and work to improve communities and the nation at large
- Interview elected officials and community volunteers to learn about motivations, opportunities, and projects for improving community and national life

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After studying the meaning of the term “consent of the governed,” the student explains how this idea is both a right and a responsibility for individual citizens. Local leaders, such as an elected official or a community volunteer, visit the class to explain how what they do relates to the idea of “consent of the governed.” The student works with classmates to list some of the ways “consent of the governed” is practiced by citizens.



# HISTORY-SOCIAL SCIENCE STANDARDS

## GRADE 6

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### WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

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#### STANDARD 1:

The student will demonstrate an understanding of some of the known developments of early humankind.

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#### Examples of the types of work students should be able to do to meet the standard:

- Identify the tools of archaeology that unlock the mysteries of prehistory and demonstrate knowledge of important archaeological discoveries
- Identify the paleontological discoveries of Louis, Mary, and Richard Leakey and those of Donald Johanson as evidence of what daily life was like
- Describe the characteristics of a hunter-gather community, including the tools used, shelter, diet, and use of fire
- Explain the interaction between the environment and the daily life of prehistoric peoples as they moved to become food producers
- Demonstrate an understanding of the implications of cave art as a way of explaining the universe as they knew it
- Describe the development of stone tools from simple to complex to metal
- Explain the development of language as a means of acquiring knowledge and transmitting ideas

#### Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

After studying about the progression from hunting-gathering to farming, the student constructs a chart comparing the positive and negative effects of agricultural life to hunting-gathering. The student includes references to tools used, types of shelter available, and daily life in making the comparison. The student prepares to participate in a class discussion focusing on the question: Did the emergence of agriculture represent an advance in human social development? Preparation includes making notes of the comments the student will make in class.

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#### STANDARD 2:

The student will demonstrate an understanding of the main characteristics of the civilization in Mesopotamia.

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#### Examples of the types of work students should be able to do to meet the standard:

- List the defining characteristics of a “civilization”
- Locate Mesopotamia and explain why it is called the “fertile crescent”
- Explain how leadership and cooperation were required to use the river for irrigation and a steady food supply; demonstrate understanding that leadership and cooperation led to a division of labor resulting in development of the society
- Describe the cultural and technological accomplishments of the Sumerians, such as the inventions of the wheel, plow, and irrigation

- Explain why Hammurabi was instrumental in establishing a code of ethics, justice, and law
- Describe the daily life of Sumer and the roles people played as a means of understanding the social, economic, and political systems

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

In groups, students create skits to illustrate the daily life in Sumer. Each student role-plays a character such as a ruler, priest, warrior, scribe, artisan, farmer, merchant, slave, mother or father. Characters explain why they are important to the overall structure of society and how they contribute to the society as a whole. Students in the audience use a diagram or other graphic organizer to capture the social structure of Sumer as it is depicted in each skit.

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**STANDARD 3:**

The student will demonstrate an understanding of the major characteristics of early civilizations of Africa.

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**Examples of the types of work students should be able to do to meet the standard:**

- Locate the Nile River and describe its importance to the people of the area for food, agriculture, and trade; describe irrigation practices still in use
- Explain the political and social structure of Egypt
- Explain the belief system of the Egyptians and the role the Nile River played in the route through the underworld; describe how the predictability of the Nile River enhanced the position of the Pharaoh and his perceived relationship with the gods
- Describe Egyptian art and tomb paintings and how they reflect the linkage between physical geography and culture
- Locate Kush on a map
- Describe the kingdom of Kush, its Egyptian influences, and its culture and accomplishments, and explain some of what is known of its economy

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The students are given a map showing the location of the civilizations of the Egyptians and Kushites. The students choose one civilization shown and write an essay explaining in what ways geography influenced the development of that civilization. The essay includes achievements of that civilization, how the river influenced the development of that civilization and why these achievements are important today.

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**STANDARD 4:**

The student will demonstrate an understanding of some of the ideas and sources that form the foundation of Western Civilization.

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**Examples of the types of work students should be able to do to meet the standard:**

- Explain the major ideas of the Hebrew religion that have helped to form Western Civilization's ethical and religious thought and its literary heritage (e.g., the Ten Commandments)
- Examine the ancient Hebrews' concepts of wisdom, righteousness, law, and justice
- Explain concepts of democracy derived from ancient Athens that have influenced Western Civilization

- Tell how the Greek city states' location at the "crossroads" of the ancient world influenced trade, wars, and cultural diffusion
- Compare daily life in Athens and Sparta, including the education of youth, games and sports, and the roles of women and slaves
- Read or hear passages from Greek mythology and Homeric literature to understand Greek ideas about human nature and to recognize the influence of myths on language
- Identify Greek art, architecture, drama, and literature as enduring contributions

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

Students study examples of Greek art and architecture from photographs, drawings, and other artifacts. Orally or in written form, students explain how the images reflect daily life in ancient Greece. They should include in their descriptions, where appropriate, references to Greek mythology, such as gods and goddesses depicted as statues and the nature of art reflecting a culture.

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**STANDARD 5:**

The student will explain how civilization developed in the Indus River Valley.

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**Examples of the types of work students should be able to do to meet the standard:**

- Identify the geographical features of the Indus River Valley that contributed to the development of civilization
- Demonstrate knowledge of the early Indus River Valley civilizations and their achievements
- Describe the conquest of Alexander the Great and the Indus River Valley civilization he encountered
- Explain some of the central beliefs and moral teachings of Buddhism; explain how Buddhism proved to be a civilizing force on the region
- Understand the achievements of Asoka and his contribution to the expansion of Buddhism and the unification of much of India

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

Having viewed art prints and literature reflecting Siddhartha Gautama's life, students choose a phase of his life (e.g., childhood, search for Enlightenment) and explain the significance of the event to the overall teachings of Buddhism.

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**STANDARD 6:**

The student will demonstrate an understanding of major people and developments in the rise of ancient Chinese civilizations.

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**Examples of the types of work students should be able to do to meet the standard:**

- Explain the importance of the Shang Dynasty to the development of China
- Identify the geographic features of China that made government and the transmission of ideas difficult
- Describe the life of Confucius, and explain some of the basic tenets of Confucianism regarding family and government
- Identify Confucian principles as they appear in Chinese fables or tales

- Explain the role of women in Confucian society
- Demonstrate an understanding of government, education, cultural achievements, daily life, and social structure during the Han Dynasty
- Demonstrate an understanding of the major factors of economics and trade during the Han Dynasty that connected the Far East to the Mediterranean world

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After reading Merilee Heyer's *The Weaving of a Dream*, the student collaborates with peers to identify Confucian teachings reflected in the story. Then the student independently reads a different Chinese tale or fable and writes a short essay summarizing the story and explaining how Confucian beliefs are exemplified in it.

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**STANDARD 7:**

The student will demonstrate an understanding of the development of the Roman Republic and the spread of the Roman Empire.

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**Examples of the types of work students should be able to do to meet the standard:**

- Describe the political and social institutions of the Roman Republic
- Describe everyday life in Roman society, including slavery, social conflict, and the rule of Roman law
- Analyze the chain of events leading to the breakdown of the republic and its shift to an empire, including the role of Julius Caesar
- Describe the artistic, technological and literary achievements of the Romans
- Demonstrate an understanding of "Pax Romana" and the reign of Augustus. Describe the social and political conditions of Rome at the time
- Map the growth of Rome from republic to empire, showing its growth at different stages in its development
- Demonstrate an understanding of the beginnings of Christianity, its distinguishing tenets, and the central teachings of Jesus
- Describe the conflict between the Romans and Christianity and explain why the Romans felt it posed a threat to the empire
- Identify main elements from the Roman Republic and from Christianity which form the foundation of Western civilization

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

Cooperatively, students draw on historical information to produce a mock newspaper of the time focusing on the life and death of Julius Caesar. Each student is responsible for an article depicting a portion of Caesar's life (e.g., governor of Spain, a member of the First Triumvirate, crossing the Rubicon, dictatorship) or reporting the impact of his rule on the eventual establishment of an imperial form of government. The article is well organized, shows an understanding of Caesar's life and times, and shows cause and effect relationships between Caesar's dictatorship and subsequent civil war and authoritarian government.

# HISTORY-SOCIAL SCIENCE STANDARDS

## GRADE 7

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### WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY MODERN TIMES

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#### STANDARD 1:

The student will demonstrate knowledge of some of the ways we know about the past.

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#### Examples of the types of work students should be able to do to meet the standard:

- Describe the work of archaeologists and historians
- Explain some of the processes and records used in reconstructing the past
- Explain why many judgments about the past are tentative and how new discoveries or theories change the view of the past

#### Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

After reading about the discovery of the Lindow Man, the student develops a plausible hypothesis about this early man, using available factual data to substantiate their hypothesis. For example, because the body showed evidence of scars, healed fractures, calluses, and well-developed upper body muscles, the student might infer that he had been a warrior or hunter. The student explains why such inferences are tentative.

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#### STANDARD 2:

The student will demonstrate an understanding of the lasting contributions of Roman civilization and some of the reasons for the fall of Rome.

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#### Examples of the types of work students should be able to do to meet the standard:

- Describe the lasting contributions of Roman civilization, particularly in areas such as government (e.g., separation of powers), law, language, and technology; compare these with modern-day government, public works, architecture, and technology
- Demonstrate an understanding of the political and economic problems faced by Rome after the Pax Romana, and analyze various causes that historians have proposed to explain the fall of Rome
- Trace migrations and military movements of major nomadic groups outside the Roman Empire and explain their influence on the decline of Rome
- Explain how Christianity expanded beyond its land of origin during the Roman Empire and how it was affected by the breakup of the Empire
- Compare the collapse of the western part of the Empire with the survival of the eastern part (Byzantium)
- Compare citizens' civic duties as taught by Roman Stoic philosophers with citizens' civic responsibilities in America today

#### Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

The student makes a chart comparing citizens' civic duties as taught by Roman philosophers with citizens' civic responsibilities today.

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**STANDARD 3:**

The student will demonstrate an understanding of the major people and developments in the spread of Arab civilization between the seventh and tenth centuries.

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**Examples of the types of work students should be able to do to meet the standard:**

- Identify the ways in which the Middle East became unified
- Describe the life of Muhammad and the ethical teachings of Islam as a way of life
- Explain the influence of Islamic law and Muslim practice on such areas as daily life, moral behavior, women's status, law, and slavery
- Identify the central location of Baghdad to the known world and explain how geography helped determine trade routes
- Explain some of the contributions of Islamic scholars to world culture
- Trace the expansion of the Arab Empire, identifying the conquered areas and explaining Muslim policy toward conquered peoples
- Explain how geography helped the Muslims spread their empire and their culture through the Middle East, through North and sub-Saharan Africa, to Spain and east through Persia to India and Indonesia
- Explain how the Muslim community became divided into Sunni and Shi'ite Muslim groups
- Describe the contribution of the Abbasid Caliphate in the areas of trade, science, mathematics, medicine, art, and literature

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After studying the life of Mohammed, the student tells the story of the hegira from the point of view of someone living at the time, including geographic details. The story shows an understanding of the reasons for Mohammed's flight. It may be written in the form of a narrative poem of specified length and decorated with a border typical of Islamic art.

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**STANDARD 4:**

The student will understand the political, economic, and cultural life of sub-Saharan civilizations in the period from 800–1600 AD.

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**Examples of the types of work students should be able to do to meet the standard:**

- Describe geographic features of the sub-Saharan region and how they affected agriculture, settlement, and trade; locate on a map the ancient kingdoms of Ghana, Mali, and Songhay
- Explain the importance of iron technology and geography to the development of Sub-Saharan empires; explain the gold and salt production and how Ghana's and Mali's role as "middlemen" in this trade helped them build empires
- Describe how the ruler Mansa Musa represented the wealth and sophistication of these African kingdoms
- Explain the role of Islam in the political and cultural life of the African kingdoms of Mali and Songhay, including the role of Islam
- Explain the importance of Timbuktu as a cultural center

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After studying the gold and salt trade in Ghana, Mali, and Songhay, the student works with a partner to make a chart showing the role of “middlemen” in trade, including those in Africa, on the Silk Road, and in modern trading. Chart categories include geographic conditions, motives, essential skills, and communication techniques. Individually, each student writes a short essay explaining how patterns of trade in Western Africa led to the emergence of powerful empires.

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**STANDARD 5:**

The student will explain the economic basis, political organization, and cultural contributions of the Mayan, Aztec, and Incan civilizations.

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**Examples of the types of work students should be able to do to meet the standard:**

- Describe the influence of maize agriculture on the economy of Mesoamerica
- Demonstrate an understanding of the daily lives and belief systems of Mesoamerica prior to its contact with Europe
- Describe the achievements of Mayan civilization in the areas of architecture, astronomy, pictographic writing, and calendars
- Describe the achievements of Incan civilization in engineering and administration
- Describe the achievements of Aztec civilization in temple architecture and calendars
- Explain how the Incas and Aztecs conquered and administered their empires
- Place Mayan, Aztec, and Incan civilizations in geographic and historic context (e.g., maps, timelines)

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student creates two comparative timelines: one showing the origins and development of Mayan, Incan, and Aztec cultures prior to European arrival; the other showing developments in Europe, Asia, and Africa during the same period. The timelines are factual, accurate, and coded so that the different civilizations are discernible to readers.

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**STANDARD 6:**

The student will explain the development of Chinese culture and society from 500–1609.

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**Examples of the types of work students should be able to do to meet the standard:**

- Describe the economic, agricultural, social, and cultural developments of China during this era
- Describe how economic changes during the T'ang Dynasty became established norms for Chinese society well into the twentieth century
- Describe trade and maritime expeditions during the Mongol Ascendancy and the Ming Dynasty and the impact of the expeditions
- Describe Marco Polo's visit to China and the privileges he enjoyed, and explain the impact of his visit on Europe and elsewhere
- Explain why China ultimately closed its doors to the rest of the world and describe the impact of that decision on China

- Examine the role of Confucian thought in Chinese government, bureaucracy, and society during this time
- Analyze and describe how Chinese inventions affected China and the West

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student participates in a panel discussion on *The Travels of Marco Polo*. Each panel member has read an assigned passage of the book beforehand and has prepared remarks for three areas of discussion: (1) an explanation of what was read; (2) an account of what readers learn from the passage, including two or three important quotations from the passage read; (3) a question for class discussion, resulting from having read the passage. Other students participate in similar panels but have read passages from other primary sources.

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**STANDARD 7:**

The student will demonstrate an understanding of the development of Japanese civilization from its beginnings through the Middle Ages.

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**Examples of the types of work students should be able to do to meet the standard:**

- Describe the geographic features of Japan, and explain how geography affected political, economy, and social life
- Identify ideas the early Japanese borrowed from China, including Buddhism, and explain how these ideas were adapted by the Japanese
- Describe Japan's social structure during this era; also describe its literary and artistic achievement, such as painting, Noh drama, *The Tale of Genji*, and haiku poetry
- Define "samurai" and explain the importance of the Samurai in Japanese political, economical, and cultural life

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student selects and mounts a display of six photographs or drawings of actual artifacts that exemplify a specific period in Japanese history. The student writes the explanation to accompany each item, describing how that item exemplifies an important geographic, economic, political, or cultural aspect of Japanese life in this period.

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**STANDARD 8:**

The student will demonstrate an understanding of the political and economic systems that characterized medieval societies in Europe and Japan, and the religious and cultural values that influenced medieval thought in each country.

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**Examples of the types of work students should be able to do to meet the standard:**

- Describe how feudalism worked as a political system
- Describe the economic system of manorialism and the daily life of those who lived on a manor
- Demonstrate an understanding of the ways in which the Roman Catholic Church influenced every aspect of European medieval life
- Compare and contrast Japanese feudalism with European feudalism and describe and compare the codes of Bushido and Chivalry



- Describe the routes, purpose, and success or failure of the Crusades, including their influence on the transmission of ideas and technology from the Arab World to Europe
- Explain the significance of Magna Carta, including some of its most enduring principles, and the eventual establishment of parliamentary government
- Describe instances of religious persecution during the Middle Ages (e.g., the inquisitions, expulsions of Jews, conflicts between Spanish Christians and Muslims)

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After reading excerpts from the Magna Carta, the student identifies and paraphrases specific provisions that deal with principles such as rule of law, power of the purse, separation of powers, due process, and limited government. On a flow chart or other graphic organizer, the student shows the connection of these principles to specific grievances against King John. The student adds to the chart after comparing the English grievances to those of the American colonists as expressed in the Declaration of Independence.

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**STANDARD 9:**

Demonstrate an understanding of major people and developments in Europe during the Renaissance, the Reformation, and the Scientific Revolution that influence politics, religion, and arts today.

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**Examples of the types of work students should be able to do to meet the standard:**

- Explain how Renaissance art and literature differ from that of the Middle Ages and how they reflect humanistic values and scientific advances
- Describe the economic changes that led to the development of cities; examine Florence, Italy, as a major center of commerce, creativity, and artistic accomplishment
- Explain how the growth of towns contributed to the rise of the middle class and how this change signaled the beginning of the end of feudalism
- Explain how and why Martin Luther challenged the medieval Catholic Church, and explain the response of the Catholic Church to the Reformation
- Describe the role of other church reformers, such as Calvin and Zwingli
- Demonstrate an understanding of some of the consequences of the Reformation, including the increased power of monarchs at the expense of papal power, the emergence of Protestant Europe and Catholic Europe, and the development of the English Bible
- Identify and explain the steps in the Scientific Method and describe how this method illustrates humanistic values
- Identify and explain the importance of men such as Galileo, Kepler, Gutenberg, Bacon, and Newton and the significant inventions of this period, including the telescope, microscope, thermometer, barometer, and especially the printing press

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After researching the life and contributions of a scientific or medical pioneer of this period, the student writes an “update” letter to him/her. In addition to a summary of the person’s achievement, the letter displays a thorough understanding of the significance of this discovery or invention by including an assessment of the science during the years since.

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**STANDARD 10:**

The student will demonstrate an understanding of major people and developments in Europe during the Age of Exploration and the Enlightenment.

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**Examples of the types of work students should be able to do to meet the standard:**

- Explain the political and economic motives for European exploration
- Trace the routes of the major Spanish and Portuguese explorers and map the empires established
- Demonstrate an understanding of the height of Aztec and Incan civilizations; explain the conquest and destruction of native cultures that followed the Spanish conquest of Aztec and Incan civilizations; explain what the European and the native peoples gained and/or lost
- Explain the significance of the English defeat of the Spanish Armada in 1588
- Explain how modern capitalism began with the development of a market economy in seventeenth century Europe and explain some of its basic tenets
- Explain the philosophical conflict between the natural rights of human beings and the divine right of kings, and the political implication of each idea. Explain what is meant by the rule of law as opposed to the rule of man and give examples of each
- Give examples of how experiments in science challenged dogmatic beliefs of the time
- Identify major figures in the Enlightenment and describe their impact on government and society
- Describe how the basic principles of the Magna Carta were embodied in the English Bill of Rights, the American Declaration of Independence, and the French Declaration of the Rights of Man and Citizen

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student compares the Spanish and Aztec cultures with respect to political organization, religion, vulnerability to disease, military practices, and alliances. The student then writes a short essay explaining 1) the reasons the Spanish were able to conquer the Aztecs and 2) the overwhelming changes that occurred in Aztec society as a result of the Spanish conquest.

# HISTORY-SOCIAL SCIENCE STANDARDS

## GRADE 8

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### UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT

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#### STANDARD 1:

The student will demonstrate an understanding of the significant developments of the Colonial era.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Explain the development of democratic institutions founded on Judeo-Christian religious principles and in English parliamentary traditions
- Explain the development of an economy based on agriculture, commerce, and manufacturing
- Analyze and describe major regional differences in the colonies

#### **Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

Assuming the role of an eighteenth century traveler, the student constructs a journal which describes the physical geography, economic opportunities, and cultural differences during the journey through the colonies from Massachusetts to Georgia. The student should be able to accurately explain, in some detail, how the geographic and economic differences shaped the history of different regions in colonial America.

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#### STANDARD 2:

The student will demonstrate an understanding of the principles underlying the American Revolution.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Describe major events and explain ideas leading to the War for Independence
- Analyze key phrases of the Declaration of Independence and explain how they justified revolution, with special emphasis on the natural right philosophy and the concepts of “consent of the governed”
- Explain the Patriots’ cause after studying passages from such sources as Thomas Paine’s *Common Sense*, political sermons, or letters of the time.
- Describe the arguments advanced by both Patriots and Loyalists and explain how they demonstrated different interests, beliefs, hopes, and fears
- Explain the contributions of Washington, Jefferson, Franklin, and others in establishing a new nation
- Explain how the principles which brought about the American Revolution influenced other nations in history and how they still have meaning today

#### **Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student completes a chart showing Patriot and Loyalist positions regarding taxes, trade, British soldiers, government, and family.

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**STANDARD 3:**

The student will demonstrate an understanding of the shaping of the Constitution and the nature of the government that it created.

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**Examples of the types of work students should be able to do to meet the standard:**

- Describe the historic origins of self-government in England and the American colonies. Explain the significance of the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Virginia House of Burgesses, and the New England town meeting
- Explain how the Constitution addressed the issues of the day which the government under the Articles of Confederation was unable to solve
- Analyze and describe key aspects of the framework of government established by the Constitution and explain the concept of limited government
- Relate the interests of people from different regions of the country and explain how geography and economics influenced their political beliefs
- Explain the major compromises at the Philadelphia convention and describe how they reflected key issues of representation and slavery
- Explain the great achievements of the Constitution and examine how it became a model for other nations

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

Working with two other classmates, the student identifies key issues debated at Philadelphia. Each student in the group independently writes a news article or a feature story, or draws and explains an original political cartoon for a mock newspaper of the time. The student clearly depicts or summarizes a debate or compromise of the convention, a particular perspective on a key issue, or an evaluation of how the new Constitution addressed a major problem of the era.

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**STANDARD 4:**

The student will explain the challenges which faced the new nation and its leaders in the first quarter century of the Republic under the Constitution.

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**Examples of the types of work students should be able to do to meet the standard:**

- Explain the meaning and importance of fundamental principles of American constitutional democracy that were established and put into practice by the Washington administration
- Examine the problems confronting the Washington, Adams, Jefferson, and Madison administrations and assess the policies enacted to meet the challenges facing the new nation
- Explain the connections between education and democracy symbolized in the Northwest Ordinance and Jefferson's dictum that democracy cannot survive without an educated public
- Examine selections from writings by Washington Irving and James Fenimore Cooper, in order to describe the daily life of ordinary people in the new nation and explain the development of a distinctly "American" literature
- Analyze and explain the political and economic causes and consequences of the War of 1812

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After studying the meaning of the word *sovereignty*, the student makes a time line showing the major events and policies that secured the sovereignty of the new nation. (Examples can include such events as the Washington administration and the War of 1812.) Beneath the time line the student briefly explains how these events helped secure the nation's sovereignty.

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**STANDARD 5:**

The student will demonstrate an understanding of the influence of the American West on the politics, economy, and social development of the nation.

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**Examples of the types of work students should be able to do to meet the standard:**

- Explain the importance of the election of Andrew Jackson and evaluate its importance in expanding political democracy in the United States; explain what is meant by the term "Jacksonian democracy"
- Explain how the democratizing effect of frontier life affected the family
- Describe the major policy decisions of Jackson's presidency, including the Bank veto, Indian removal, and the Nullification crisis
- List some of the principles of democracy explained by Alexis de Tocqueville in *Democracy in America* and compare his description of the national character with American life today
- Examine the concept of Manifest Destiny and use it in explaining the acquisition, exploration, and settlement of the trans-Mississippi West from the Louisiana Purchase to the admission of California as a state
- Describe the geographic barriers to settlement of the American West and the stories of individuals who explored the region
- Explain the northward movement of settlers from Mexico into the Southwest and describe their cultural traditions, their attitudes toward slavery, their land-grant system, and the economy they established in these regions
- Analyze and explain the causes and consequences of the Texas War for Independence of 1836 and the Mexican-American War of 1846
- Use primary source documents, biographies, and literary works to describe the human drama of Cherokees on the "Trail of Tears," pioneers on the western frontier, and individuals caught up in the conflicts between Mexico and the United States in the Southwest
- Describe the conflict over water rights in the development of the West

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After studying the period of Manifest Destiny, the student draws from sources of the time (e.g., quotations, editorials, art prints) to build a case for or against Manifest Destiny. The student's case is reasonable, substantiated, and shows an accurate historical understanding of the controversy. In a small group, the student participates in a panel discussion during which students explain their cases. As a follow-up, a class discussion leads to the making of a list showing the "pros and cons" of national expansion.

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**STANDARD 6:**

The student will explain the importance of the industrial revolution in the Northeast and its impact on the nation.

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**Examples of the types of work students should be able to do to meet the standard:**

- List the inventions between 1790 and 1850 which transformed manufacturing, transportation, mining, communications, and agriculture and explain how they affected how people lived and worked
- Illustrate the network of canals and railroads in the 1830s and 1840s and describe the geographic factors which had to be overcome to facilitate their construction
- Examine excerpts from literature such as Charles Dickens's *American Notes*, Alexis de Tocqueville's *Democracy in America*, and letters written by women who worked in the Lowell mills and use these to explain political, economic, and social aspects of the industrial revolution in the Northeast
- Explain the push-pull factors which influenced immigration to the U.S. in the antebellum period and describe the life of immigrants in both urban and rural America
- Identify the leading reformers of the day, describe how they addressed certain issues, and evaluate the effectiveness of their programs
- Develop biographical sketches of prominent Northeasterners of the antebellum period and explain how they influenced life in their region and throughout the nation
- Explain the impact of the Second Great Awakening on American society and how it inspired religious zeal, moral commitment, and support for the abolitionist movement
- Examine the political and economic interests of the Northeast and compare and/or contrast them with those of the West

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student selects a nineteenth century reformer to research, such as Horace Mann, Dorothea Dix, Elizabeth Cady Stanton, Susan B. Anthony, and Charles Finney. The student studies excerpts from the reformer's own writings to understand the person's motivations and intentions. The student uses library resources (print and nonprint) to learn the impact of the reformer on society. Students report their findings to the class in the form of a poster or chart; these are displayed on the walls and then viewed and discussed by the class. The posters are clear and reflect a thorough knowledge of the reading and research.

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**STANDARD 7:**

The student will evaluate the importance of the South's agrarian economy and labor system and explain their effect on the region's political, social, economic, and cultural development.

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**Examples of the types of work students should be able to do to meet the standard:**

- Explain how the South's aristocratic tradition and plantation economy was based on a system of slave labor and place the "peculiar institution" in its historical context
- Examine the effects of slavery on the political, social, economic, and cultural development of the region and explain how slavery retarded the economic development of the South
- Chart the demographics of the region and analyze the ratio of slaves to white population and the number of slave holders (both white and free black) to non-slaveholders in the South

- Describe the daily lives of slaves on the plantations, the unjust practices of slave auctions, the illiteracy enforced by legislation, and laws that obstructed the efforts of slaves to win their freedom; describe the ways in which African Americans (including Harriet Tubman, Robert Purvis) resisted slavery, from slave revolts to passive resistance
- Describe some of the ways in which free African Americans in the region were affected by political, economic, and social restrictions
- Identify the leading figures in the abolitionist movement such as Theodore Weld, William Lloyd Garrison, David Walker, Frederick Douglass, Charles Remond, and Sojourner Truth, and explain the measures they took and the impact of their work to end slavery
- Read excerpts from abolitionist tracts, novels, and slave narratives to explore the human costs of slavery and the division it created in American society
- Contrast the labor system of the South to that of the Northeast and West in the antebellum period

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student identifies at least four abolitionist leaders and describes how each one addressed the issue of emancipation. The student also evaluates the effectiveness of each one's program or accomplishments.

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**STANDARD 8:**

The student will explain the causes and consequences of the Civil War.

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**Examples of the types of work students should be able to do to meet the standard:**

- Explain the social, political, cultural, and economic causes of the conflict
- Explain the significance of such events as the Wilmot Proviso, the Compromise of 1850, and the Dred Scott case
- Analyze and explain the constitutional issues posed by the doctrine of nullification and secession
- Describe military strategy, technological advances, major campaigns, and the human costs of the war
- Use Lincoln's speeches and writings to assess his leadership in the years 1861–65
- Evaluate and explain the social, economic, and political aspects of Reconstruction, including Constitutional amendments and civil rights legislation
- Explain the perspectives of freedmen, "Carpetbaggers," and ex-Confederates toward Reconstruction

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student participates in a classroom discussion on Lincoln's Gettysburg Address. (Preferably, the discussion is a Socratic seminar, in which all students are individually responsible for the quality of participation and ideas). The discussion focuses on the meaning of the Gettysburg Address and Lincoln's intentions as a speaker when he made the speech.

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**STANDARD 9:**

The student will explain how industrialization, immigration, and expansion transformed the United States in the years 1877-1914.

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**Examples of the types of work students should be able to do to meet the standard:**

- Identify inventions and technological developments in transportation, communication, and industry and explain how they affected life in America
- Explain the term “Gilded Age” and assess its impact
- Trace the migration of people from farm to city and describe their adjustment to urban life
- Analyze and explain the causes and effects of foreign immigration
- Explain how territorial expansion and industrial development affected native American Indians; read passages from Chief Joseph’s surrender to describe the heroism and tragedy of this time
- Explain how Theodore Roosevelt’s and Woodrow Wilson’s foreign policies reflected the changing role of the United States in world affairs
- Explain the development of public education, studying passages from *McGuffey’s Reader* to better understand the period

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student researches innovations and inventions of the late nineteenth and early twentieth centuries and creates a three-column chart containing a description of the innovation, a brief description of what it replaced, and an explanation of how the innovation changed life in America at the time.

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**STANDARD 10:**

The student will describe and explain the transformation of social conditions in the United States from 1914 to the present.

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**Examples of the types of work students should be able to do to meet the standard:**

- Examine the struggle for racial and gender equity and analyze and explain the role of the Constitution as a mechanism to guarantee the rights of individuals and to ban discrimination
- Describe the economic growth of the United States in the twentieth century and explain its effect on society
- Identify ways in which the social fabric has changed since 1914
- Describe how citizens in a democracy can influence events and, through participation, apply ethical standards to public life
- Evaluate and describe the role of education as an aspect of freedom, equality, and the American dream

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student assesses changes in America’s social fabric by choosing two of the following aspects: the family, women’s role in the workplace, immigration, children, workers, modern technology, and violence. The student makes a chronology of the major changes in each of the two areas, from 1914 to the present. The list or timeline presents an accurate sequence of pivotal developments.



# **HISTORY-SOCIAL SCIENCE STANDARDS**

## **GRADE 9**

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No standards were developed at grade nine for history-social science because the curriculum and instruction at this grade level varies greatly throughout the state. California state law requires a minimum of three years of history-social science; the California State Board of Education recommends that districts develop history-social science electives for ninth grade. Suggestions for elective courses may be found on pages 77-83 of the History-Social Science Framework.

# HISTORY-SOCIAL SCIENCE STANDARDS

## GRADE 10

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### WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

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#### STANDARD 1:

The student will demonstrate an understanding that problems in the contemporary world are caused (or impacted) by economic, social, geographic, historical, political, and other cultural factors.

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#### Examples of the types of work students should be able to do to meet the standard:

- Describe the relationship of geography and history to the political, economic, and social problems in many countries
- Describe the possible solutions, resolutions, or means of living with unresolved dilemmas
- Analyze the ways in which citizens and organizations can work to resolve many of the current problems

#### Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

Acting as a representative of the United States who is addressing an international audience, the student makes a presentation outlining a current world problem—its roots and developments—and suggests possible solutions or policies to resolve the problem that are well reasoned and substantiated with facts.

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#### STANDARD 2:

The student will identify the sources and describe the development of democratic principles in Western Europe and the United States.

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#### Examples of the types of work students should be able to do to meet the standard:

- Demonstrate an understanding of the creation of the city-state (polis) and the invention of citizenship in Ancient Greece
- Explain the significance of the Greek philosophers' belief in reason and natural law
- Describe the political contributions of the Roman Republic to democracy and law
- Explain the moral and ethical principles of Judaism and Christianity as they influenced Western democratic thought
- Describe the democratic developments in England from the Magna Carta to the English Bill of Rights
- Demonstrate an understanding of the significant ideas of the Enlightenment thinkers (e.g., Montesquieu, Locke) and their impact on democratic revolutions in England, the United States, France, and Latin America
- Evaluate the application of democratic principles in the United States' Declaration of Independence and the Constitution
- Describe the influence of democratic ideas on the United Nations Universal Declaration of Human Rights

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After examining major documents (such as the Declaration of Independence, the Constitution of the United States, the English Bill of Rights, the Declaration of the Rights of Man, or the United Nations' Universal Declaration of Human Rights) for specific democratic principles they contain, the student makes a comparison chart showing how certain principles appear in these documents. To accompany the chart, the student makes a narrative map showing the place or origination of these principles and indicating the approximate time in which they seemed to have emerged. Notable persons, such as Plato, Locke, and King John, should be included in the narrative.

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**STANDARD 3:**

The student will explain the importance of the Industrial Revolution and its impact on individuals and on social, political, and economic systems.

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**Examples of the types of work students should be able to do to meet the standard:**

- Identify the major geographic and human characteristics in England that led to industrialization
- Compare industrial economies with other forms of economic organizations
- Describe the important relationship between the geographic, economic, and political factors that encouraged the development of mechanized industry
- Analyze the impact of industrialization and urbanization on the individual, the family, and the general society
- Explain the connections between industrialization and critical responses such as labor unions, humanitarianism, romanticism, and socialism (e.g., Blake, Wordsworth, Dickens)
- Describe the British social reforms which resulted in response to industrialization
- Describe the expansion of industrialization into other nations and regions

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After reading historical accounts and excerpts from such books as *Hard Times* by Charles Dickens, the student describes the effects of early industrialization on the environment and on the lives of individuals. The description includes examples from the materials read. The student also correctly identifies the characteristics that led to industrialization in England and explains the benefits resulting from industrialization, comparing it to the social costs and the human-environmental consequences that resulted.

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**STANDARD 4:**

The student will explain the reasons for imperial expansion by industrialized nations, as well as the impact of colonization on the native populations.

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**Examples of the types of work students should be able to do to meet the standard:**

- Identify the economic forces and nationalistic motives for worldwide expansion by industrial nations
- Understand and analyze the religious and social aspects of Indian culture at the time of British rule in the 19th century; the distinguishing tenets of Hinduism; the economic and political impact and the cultural conflicts during the Raj
- Explain the social, economic, and intellectual sources of Indian nationalism and its reactions to British rule

- Describe the rise of nationalism in India, the roles of major figures who helped bring about Indian rule, and the aftermath
- Map colonial possessions by such nations as England, France, Germany, Italy, Russia, Japan, the Netherlands, and the United States

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student constructs a time line showing three distinct stages of Indian history: the British advancement into India (1750 to 1858), the consolidation of British rule (the Raj, 1858 to 1949), and the independence of India to the present. Then, selecting one event from each of the three time periods, the student correctly describes the varying responses of Indian populations to these events (e.g., to the role of the British in India, the effects of industrialization in India, or the problems of Indian nationalism compounded by provincial, linguistic and cultural diversity).

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**STANDARD 5:**

The student will explain the origins and consequences of the First World War.

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**Examples of the types of work students should be able to do to meet the standard:**

- Describe the multiple causes of World War I, including nationalism, imperialism, militarism, and the existing political conditions in Europe
- Analyze and explain the importance of ethnic and ideological conflicts as background of the war; examine the Armenian genocide as an extreme violation of human rights
- Explain the effects of the war on individuals, groups, and society
- Analyze and explain the roles played by technology, propaganda, and nationalism in mobilizing civilian populations in support of “total war”
- Analyze and explain the geographic, political, social, and economic changes as a consequence of the war; understand Woodrow Wilson’s failed campaign for the League of nations
- Read literature such as *All Quiet on the Western Front* and war poems to better understand the war’s impact on the lives and perceptions of people

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student will write an essay or diagram explaining the multiple causes of the war and the consequences in the lives of people. The student draws from literature and primary sources to illustrate key points.

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**STANDARD 6:**

The student will understand the rise of totalitarian governments after World War I and will explain the practices that resulted in consolidation of power and the loss of basic freedoms.

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**Examples of the types of work students should be able to do to meet the standard:**

- Analyze and explain the economic conditions and policies in Europe and elsewhere that contributed to the rise of totalitarian leaders
- Analyze and describe the steps taken by totalitarian leaders to solidify power
- Explain the sources and power of Nazi ideology and the appeal of Adolph Hitler to a variety of groups

- Describe Hitler's use of anti-Semitism to mobilize support for the Nazi party and his policy of Aryan superiority and its consequences; examine the Holocaust as wholesale oppression of human rights and freedoms
- Explain the causes and consequences of the Russian Revolution; explain Lenin's use of totalitarian means to seize control and to rule
- Describe the rise of Joseph Stalin to power in the Soviet Union and analyze the effects of his economic and political policies; examine the famine in Ukraine as one instance of Stalin's destruction of basic human rights
- Read and study selections from literature and films to better understand totalitarian rule, the need for checked power, and the importance of basic freedoms
- Analyze and explain the conflict between fundamental rights and totalitarian rule; consider the ethical responsibilities of people faced with totalitarian oppression

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student will research and develop a presentation that accurately compares the economic conditions in postwar Germany to those in Russia that led to totalitarian governments. The presentation also explains the steps taken by the leaders of each country to establish a totalitarian state and the effects such actions had on individuals and groups.

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**STANDARD 7:**

The student will analyze the causes and consequences of the Second World War.

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**Examples of the types of work students should be able to do to meet the standard:**

- Explain the German, Italian, and Japanese drives for empire in the 1930s
- Describe the economic, social, and political conditions in Britain, France, the United States and other Western Democracies that led to failure to oppose fascist aggression
- Describe the motives and consequences of the Soviet nonaggression pact with Germany and Japan
- Describe the major turning points of the war (e.g., Pearl Harbor, Normandy) and describe the principal theaters of conflict and resulting political resolutions
- Analyze and explain the war in the Pacific from prewar expansion to the use of the atomic bomb
- Describe the economic, political, and human consequences of the war in setting American foreign policy in the postwar era
- Describe the postwar American military and economic policies to contain communism and promote democratic governments (e.g., the Marshall Plan, the Truman Doctrine)
- Describe some of the international developments in the postwar world: establishment of Israel; the United Nations; the Warsaw Pact, SEATO, and NATO; the Korean War and Cold War

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student researches the Marshall Plan and the Truman Doctrine to identify the economic and political motives of these postwar American policies. The student then assesses the effectiveness of these policies in promoting the economic development in Europe and preventing the spread of Communism.

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**STANDARD 8:**

The student will analyze instances of nationalism in the contemporary world by investigating and comparing nations that are connected by political systems, aims, problems, or regional location.

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**Examples of the types of work students should be able to do to meet the standard:**

- Explain the importance of geographical factors and identify essential geographical information pertaining to the nations studied
- Describe the historical and cultural background to a problem studied (long-range and short-range factors)
- Assess and explain emerging economic leadership in different parts of the world
- Describe the positive, negative, or mixed effects of nationalism, at both national and international levels
- Analyze and explain newly emerging democratic governments and the challenges they face in securing fundamental rights for their citizens

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student investigates and reports on the challenges faced by two newly emerging democratic nations. This investigative report includes an accurate description of the similar problems faced by these nations, such as prior domination by communist governments, their struggles to secure rights for governments citizens, the development of workable constitutional governments in the face of ethnic or other cultural strife, and current difficulties faced by these nations in maintaining their democratic sovereignties.

# HISTORY-SOCIAL SCIENCE STANDARDS

## GRADE 11

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### UNITED STATES HISTORY AND GEOGRAPHY: CONTINUITY AND CHANGE IN THE TWENTIETH CENTURY

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#### STANDARD 1:

The student will demonstrate an understanding of major ideals that influenced the founding of the United States.

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#### Examples of the types of work students should be able to do to meet the standard:

- Examine the ideological origins of the American Revolution and explain how they were grounded in a democratic political tradition, Judeo-Christian ideals, and the natural rights philosophy
- Describe the framing of the Constitution and its Bill of Rights
- Describe the relationship of the Constitution and Bill of Rights to contemporary issues

#### Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

The student works with classmates to generate a list of key ideas and institutions that the United States inherits from past civilizations or eras (e.g., separation of powers, power of the purse, the right to property). These ideas are written by students on corresponding charts which have been labeled to show their sources: Ancient Greece, Ancient Rome, Judeo-Christian Heritage, Natural Law/Natural Rights Philosophy, and French, British, and American Enlightenments. (This activity requires students to recall from past studies and helps the teacher judge the extent of review or new teaching necessary.) Each student chooses at least three of the listed ideas or institutions to research. In a written or oral report, the student explains the historical background of each idea or institution; the student also uses evidence and examples which show the ideas' importance to the maintenance of a constitutional democracy or republic.

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#### STANDARD 2:

The student will describe the central issues that faced the United States during the nineteenth century.

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#### Examples of the types of work students should be able to do to meet the standard:

- Analyze constitutional questions raised over the issue of federal versus state authority
- Explain the issues which led to the Civil War and how the war and Reconstruction altered the concept of federalism
- Describe the factors which promoted the industrial growth of the United States in the post-war period
- Explain the significance of immigration to the economic growth of the United States
- Describe how immigration produced ethnic diversity and demographic shifts in the late nineteenth century
- Explain how the United States became a world power and compare and/or contrast U.S. expansion to European imperialism

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

In a well researched and constructed essay, the student examines the geopolitical, economic, and social factors which promoted sectionalism in the antebellum period and explains how these factors strained relations and affected the constitutionally established federal system. Essays are critiqued by peers using a pre-determined scoring guide.

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**STANDARD 3:**

The student will describe how Progressives addressed the excesses of the Gilded Age, urbanization, and political corruption.

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**Examples of the types of work students should be able to do to meet the standard:**

- Explain how massive immigration and industrialization produced urban slums and describe the living and working conditions in these large metropolitan areas
- Describe the corporate mergers that produced trusts and cartels and evaluate the policies of industrial leaders and “robber barons” of the period
- Analyze and explain how urban political machines gained power and how they were viewed by immigrants and middle-class reformers
- Explain the concepts of Social Darwinism and the Social Gospel and how they differed
- Develop case studies of leading social reformers and muckrakers of the period and explain their impact on society
- Describe the impact of mining and agriculture on the laws concerning water rights during the period
- Analyze and explain how the role of the federal government changed during the Progressive Era
- Analyze and explain the foreign policy decisions of the Roosevelt, Taft, and Wilson administrations and review prior study of the causes and consequences of World War I
- Examine Woodrow Wilson’s Fourteen Points and analyze domestic opposition to the war and to the League of Nations
- Explain the international and domestic events that prompted the so-called Red Scare and the resultant attacks on civil liberties in the post-war era; examine popular reaction to specific events such as the Sacco-Vanzetti case, the Palmer Raids, and Supreme Court decisions regarding freedom of expression
- Explain how women’s right to vote was secured nationwide and evaluate the arguments for and against female suffrage

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student selects a specific issue from the Progressive Era (e.g., the break-up of city boss “machines”) and researches the causes of the issue, the key players and their actions to address the problem, and the results of their efforts. Students present their findings in the form of a written essay, an oral presentation, or a display; these are assessed according to a predetermined scoring guide. In the presentation, each student includes an explanation of how the topic relates to the aims and goals of the Progressive Movement.



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**STANDARD 4:**

The student will demonstrate an understanding of major political, social, economic, and cultural developments of the 1920s.

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**Examples of the types of work students should be able to do to meet the standard:**

- State the different cases to be made for and against Harding’s “normalcy” policy
- Describe the economic prosperity of the 1920s and trace the emergence of the modern market economy during the decade
- Describe the rise of mass media and other technological changes, and their positive and negative effects on popular culture
- Explain the reasons for the Volstead Act (Prohibition) and its consequences
- Explain the reasons for the sharp rise and sharper decline of the Ku Klux Klan during the decade
- Describe the conditions that led to the Harlem Renaissance and study examples from its literature, music, and art (e.g., Zora Neale Hurston, Langston Hughes, Duke Ellington, Laura Wheeler Waring)
- Explain the significance of Marcus Garvey’s leadership and aims for improving opportunities for African Americans
- Give examples of widespread cultural developments during the 1920s in literature, theater, music, school and community life, immigration, intellectual outlooks, and other domains
- Explain the prevailing beliefs regarding the proper role of the federal government, which will provide a basis for understanding later controversies over the New Deal during the 1930s

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student will read and study excerpts from the writings of W.E.B. Dubois, Booker T. Washington and Marcus Garvey on the role and position of the African American in American society. The student will then correctly compare and contrast their ideas in a chart (Venn diagram) and write a narrative description that accurately portrays the solutions offered by each of these writers.

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**STANDARD 5:**

The student will demonstrate an understanding of the causes of the Great Depression and how the New Deal affected society and changed American federalism.

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**Examples of the types of work students should be able to do to meet the standard:**

- Describe the multiple causes of the Great Depression (including the collapse of international economies) and the policies initiated by the Hoover administration to combat the economic crisis
- Describe the effects of the depression on ordinary people in different parts of the nation
- Evaluate the impact of natural disasters and unwise agricultural practices on the economy and explain the social dislocation of people because of the Dust Bowl
- Use excerpts from literature, documentary photographs, newspaper accounts, and oral histories to examine the linkage between severe economic distress and social turmoil as well as the more benign aspects of daily life
- Describe the Roosevelt administration’s response to the Great Depression and explain how social welfare programs, regulatory agencies, and economic planning bureaus impacted American federalism

- Evaluate and analyze the political, economic, and social measures enacted during the New Deal; explain their impact and controversies
- Assess and analyze how the impact of the Great Depression, World War II, and postwar international tensions led to increased powers of the presidency, resulting in risks to the separation of powers and representative government

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

After studying the Great Depression through literature, textbooks, films, art, etc., the student prepares to interview an older citizen about life during the Great Depression. Questions are thoughtfully developed beforehand, and a biographical sketch of the citizen is written. The interview is recorded or videotaped. The student writes an end-of-project summary of what was learned in the interview and what new questions or vivid impressions led to greater understanding of the Depression's impact on ordinary people.

The student writes a short essay on the New Deal, assessing Roosevelt's actions and their impact on the problem of the Great Depression.

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**STANDARD 6:**

The student will understand the role of the United States in World War II and the impact of the war on the home front.

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**Examples of the types of work students should be able to do to meet the standard:**

- Analyze and explain the factors contributing to the rise of dictatorships in Germany, Italy, Japan, and the Soviet Union
- Examine the debate in the United States between isolationists and interventionists and describe the effects of the Nazi-Soviet Pact of 1939 and the bombing of Pearl Harbor on this debate
- Explain the response of the Roosevelt administration to the Holocaust
- Examine wartime strategy and major campaigns (e.g., Normandy, Iwo Jima); explain how the geopolitical aspects of the war impacted postwar international relations
- Explain the effect of the war on the home front and assess its impact on economic recovery from the Great Depression
- Evaluate and explain the decision to intern Japanese Americans during the war; describe the constitutional issues involved; and investigate the human impact of internment
- Explain how wartime factory employment created new job opportunities for women and minorities
- Analyze and explain how the egalitarian ideology of the war effort, combined with the reality of racial segregation, produced a strong stimulus for civil rights activism
- Examine the controversy over President Truman's decision to drop atomic bombs as a means to end the war

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student collects five to ten photocopies of documentary photographs, magazine illustrations, caricatures and/or political cartoons which depict how World War II changed the lives of ordinary people on the home front (e.g., an old ration book, pictures of "Victory gardens"). The student writes detailed captions for two or three of the photocopies, describing the event, citing the source, and explaining how it impacted the war effort (e.g., rations helped conserve fuels, fats, and foods that could go for the building of war materiel and for feeding the armed forces).

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**STANDARD 7:**

The student will describe the postwar relations between the United States and the Soviet Union.

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**Examples of the types of work students should be able to do to meet the standard:**

- Describe the Soviet conquest of Eastern Europe and its takeover of Poland, Hungary, and Czechoslovakia; describe the controversy among historians over the causes of the Cold War
- Explain Truman's policy of containment and describe the goals and results of the Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, and the Berlin blockade and airlift
- Explain the factors that led to the Korean war and analyze the effects of the war on U.S. foreign and domestic policy
- Analyze and explain the domestic response to the spread of international communism and examine policies at federal and state levels to deter its spread (e.g., loyalty oaths, the establishment of Congressional Un-American Activities Committees)
- Analyze and explain the reasons for the rise and fall of McCarthyism and explain its overall significance and continuing controversy
- Describe the major foreign policy consequences of the Cold War in the Eisenhower, Kennedy, and Johnson administrations
- Examine the issues raised by the military expenditures during the Cold War and explain President Eisenhower's warning of the establishment of a "military-industrial complex"

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student will demonstrate through maps the areas that were dominated by the Soviet Union or within the Soviet sphere of influence during the Cold War. The student also constructs a time line showing the conflicts that arose between the Soviet bloc and Western allies. The student chooses one of the conflicts included in the time line (e.g. Berlin Blockade, invasion of South Korea, U-2 incident, Cuban Missile Crisis, *Pueblo* affair) and describes the dilemma it presented to U.S. foreign policy; examines the available alternatives and discusses their possible consequences from the viewpoints of people at the time.

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**STANDARD 8:**

The student will describe U.S. hemispheric relations with Latin America and Canada in the postwar era.

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**Examples of the types of work students should be able to do to meet the standard:**

- Examine the events that led to the Cuban Revolution of 1959 and describe the political purges, changes enforced by the Castro regime, and Soviet influence in Cuba
- Describe the reasons for and consequences of the Bay of Pigs invasion and Cuban Missile Crisis
- Explain how the spread of Cuban revolutionary influence in Latin American affected U.S. diplomatic, economic, and military relations in the region
- Describe U.S. foreign relations with Latin American nations such as Guatemala (1954), Alliance for Progress (1961), Dominican Republic (1965), Chile (1973), the Panama Canal Treaty (1978), and Nicaragua and El Salvador (1980s)
- Analyze and explain U.S. economic relationships with the nations of Latin America today
- Trace the history of U.S.–Canadian relations in the twentieth century and examine the ways and means in which disputes have been peacefully arbitrated

- Examine an economic or environmental issue between Canada and the U.S. and explain the resolution of the issue
- Describe Canadian perspectives on contemporary economic and environmental issues

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student will select a contemporary issue relating to U.S. foreign affairs with a Latin American nation or with Canada and develop a case study which explains how the two nations interact with each other. Students should describe the most important means in which the nations interact, such as trade, economic incentives and sanctions, treaties and agreements, international law, military force, or the threat of force. The case study should include a historical analysis of past dealings with the selected Latin American nation or Canada and an analysis of how historical events color contemporary relations.

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**STANDARD 9:**

The student will demonstrate an understanding of the struggle for racial equality and the extension of civil rights and civil liberties.

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**Examples of the types of work students should be able to do to meet the standard:**

- Explain how individuals and groups applied the Constitution and Bill of Rights to the resolution of civil rights issues
- Trace the struggle for civil rights for African Americans from the debate over the Constitution to the Civil Rights Movement of the post-World War II era (e.g., Booker T. Washington's Atlanta Exposition address)
- Use excerpts from Gunnar Myrdal's *An American Dilemma* to analyze the contrast between the American creed and the practices of racial segregation in the years prior to World War II
- Analyze and explain the Supreme Court's decision in *Brown v. Board of Education of Topeka* and assess its impact on American society in the 1950s
- Explain how the process of change in civil rights occurred and describe the work of individuals who were in the forefront of promoting change (e.g., Martin Luther King, Jr., Rosa Parks)
- Examine different aspects of the civil rights struggle and develop case studies by using primary sources, including speeches, excerpts from literature, and documentary photographs (including "Letter from a Birmingham Jail")
- Examine issues such as school busing and affirmative action to explain the continuing controversy between group rights to a fair share as opposed to individual rights to equal treatment
- Explain how the civil rights movement encouraged women, Hispanics, American Indians, and the handicapped in their campaigns for legislative and judicial recognition of their civil equality

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student will select three distinct events in the Civil Rights movement and give a brief background description of each issue, placing it in its historical context. The student explains how the federal government expanded its authority by acting in domains previously left to state and local governments (rentals, eating at lunch counters, accommodations, schools).

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**STANDARD 10:**

The student will demonstrate an understanding of the significant political, social, and economic changes in the United States in the years from 1945 to 1970.

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**Examples of the types of work students should be able to do to meet the standard:**

- Assess and explain the legacy of the Warren Court in interpreting constitutional issues of due process, voting rights, and the First Amendment
- Identify the major aims and policies of the Presidential administrations during this period
- Evaluate and examine the foreign and domestic policies of the Nixon Administration and describe the impact of Watergate on the institution of the presidency
- Describe the causes and course of the Vietnam War and explain how the Vietnam War and other social forces led to the rise of a “counterculture” in American society
- Describe the social, economic, demographic, and technological changes in the years 1945-70 which altered the fabric of American society

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

Using documentary films, public speeches, and contemporary news articles to show how the anti-Vietnam War movement gave rise to a “counterculture,” the student explains the controversies related to the counterculture, the impact it had on society at large, and how the counterculture was absorbed into the mainstream.

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**STANDARD 11:**

The student will place the recent past in historical perspective.

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**Examples of the types of work students should be able to do to meet the standard:**

- Explain the influence of the Constitution and our democratic principles on daily events in the lives of individual citizens, communities, and regions in this nation
- Assess and explain recent social, economic, and political developments with respect to their historical roots
- Evaluate and explain the role of the United States foreign and domestic policies within the context of a global world
- Explore the issue of national identity, and analyze and explain the tension between pluralism and democracy
- Explain the importance of participation and volunteerism in a democratic society

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student assesses changes in American society, choosing one of the following aspects: changes in the American family, women’s role in the workplace, immigration, modern technology, and increased violence in American life. The student prepares a classroom exhibit that shows the major events which have occurred over three generations, leading up to the present day.

# HISTORY-SOCIAL SCIENCE STANDARDS

## GRADE 12

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### PRINCIPLES OF AMERICAN DEMOCRACY: ONE SEMESTER

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#### STANDARD 1:

The student will demonstrate an understanding of the Constitution's principles and concepts, drawing from the Federalist Papers (either actual essays or, where necessary, paraphrases) for information and discussion.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Explain the framers' ideas on human nature and the political process
- Describe key constitutional principles and concepts (e.g., separation of powers, checks and balances, enumerated powers)
- Explain the different uses of the term "constitution" and distinguish between governments with a constitution and a constitutional government
- Explain how the U.S. Constitution secures rights
- Explain the main points of debate between Federalists and anti-Federalists and how the issues are evident today
- Analyze and explain the Bill of Rights as a document limiting the power of the federal government
- Explain the importance of shared political and civic beliefs and principles to the maintenance of constitutional democracy in an increasingly diverse American society

#### **Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student creates a mock "broadside" (in the 18th century, a large sheet of paper on which was published political messages, often with ads, illustrations, or ballads) supporting either the Federalist or anti-Federalist positions regarding Constitutional debates. The broadside shows the student's ability to summarize an issue in a succinct, accurate, and creative way.

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#### STANDARD 2:

The student will describe the role of the courts as a major element in the governmental process.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Explain why the rule of law has a central place in American society and how it makes possible a system of ordered liberty that protects the basic rights of citizens
- Explain how the courts have interpreted the Bill of Rights over time
- Describe controversies which have resulted over different interpretations of the Bill of Rights (e.g., *Plessy v. Ferguson*, the *Brown* decision)
- Explain the consequences of Supreme Court decisions regarding major First Amendment cases
- Analyze the 14th Amendment and its key clauses, especially those pertaining to due process and equal protection, and explain its long-range impact

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student participates in a mock court simulation of a court case relating to the First Amendment. The student states an argument for the plaintiff or defendant, or writes an opinion based upon the Supreme Court's "time, place, and manner" rule.

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**STANDARD 3:**

The student will describe the respective powers, roles, and workings of the legislative and executive branches.

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**Examples of the types of work students should be able to do to meet the standard:**

- Explain the reasons for separated powers and checks and balances
- Study passages from the *Federalist Papers* and describe the roles and powers of each branch
- Analyze case studies and other resources and explain the process and issues of lawmaking (e.g., committee system, lobbying, media, special interests)
- Analyze and explain the scope of Presidential power and decision-making through such cases as the Steel Crisis, the Missile Crisis, or the Iran Hostage Crisis
- Analyze conflicts between the legislative and executive branches

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student explains why the separation of powers is said to be "a salutary delay and a blessed inefficiency" and gives examples from history showing how the separation can invite conflict between the executive and legislative branch.

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**STANDARD 4:**

The student will demonstrate an understanding of the principles of federalism (division of power among federal, state, and local governments) and key issues related to them.

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**Examples of the types of work students should be able to do to meet the standard:**

- Explain differences in authority among the levels of government
- Explain ways in which the federal government has usurped state and local powers over time, and understand current controversies regarding the extent of its power (includes discussion of the Tenth Amendment)
- Explain the purpose of local governing bodies, such as City Council, Planning Commission, Board of Supervisors, Grand Jury, etc.
- Analyze and explain a significant issue related to federalism (e.g., a school policy issue) in light of local control and state laws

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student participates in a simulation of a Planning Commission meeting regarding a controversial effort to re-zone a neighborhood. The student studies the issue beforehand and prepares to state and defend a position. Students are assessed on their preparation, their ability to express ideas and questions clearly, and their conduct according to rules of order. The student keeps a journal on what was learned from the simulation, explaining “What I Expected,” “What I Learned,” and “Questions I Have.” With classmates the student interviews representatives from the local Planning Commission, drawing from questions resulting from the simulation.

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**STANDARD 5:**

The student will demonstrate an understanding of the responsibilities of citizenship and the importance of the individual as the basis for civil society in a constitutional republic, reading passages from the Federalist Papers and Tocqueville’s *Democracy in America* for information and discussion.

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**Examples of the types of work students should be able to do to meet the standard:**

- Explain John Adams’s observation that the well-being of a constitutional republic depends upon the moral strength of its citizens; explain the importance of citizens’ involvement in civic affairs
- Explain how the American political system provides choice and opportunities for participation
- Describe the election process and the importance of voting
- Describe areas of service in local government, such as jury duty, volunteerism, involvement in local issues, how to influence government policies, etc.
- Explain how public policy is formed and implemented in American government and how citizens can influence public policy

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student explains the procedures for voting on Election Day and gives examples of ways citizens prepare to vote, such as how to study opposing viewpoints on an issue or how to study each candidate’s position.

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**STANDARD 6:**

The student explains the fundamental differences between free or representative government and dictatorships of the right and the left.

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**Examples of the types of work students should be able to do to meet the standard:**

- Analyze totalitarian regimes in light of such principles as rights, means of redressing wrongs, consent of the governed, balance of power, and citizens’ rights that the state must respect
- Analyze case studies in totalitarianism, with a focus on how such regimes come to power, the means used to control citizens, and the condition of fundamental rights under “total state” regimes
- Describe the commonalities and differences between U.S. founding documents and the United Nations Declaration of Human Rights



**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student examines a totalitarian regime of the twentieth century (e.g., Pol Pot, Mussolini, Mao Zedong), evaluating it for its attitudes regarding human nature, the purpose of life, and the purpose of government. The report, written or oral, explains the presence or absence of consent of the governed, fundamental rights, shared power, and means of redressing wrongs.

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**STANDARD 7:**

The student will analyze a contemporary world issue, relate it to local, state, or national affairs, and discuss it from different viewpoints.

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**Examples of the types of work students should be able to do to meet the standard:**

- Research and write a background paper on a chosen topic or deliver it orally in a forum for other classes or adults
- Analyze and discuss a contemporary issue with classmates and adults

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student has selected the topic of the “rights explosion” (i.e., the defining of wants as rights) and writes a background paper as if advising an elected official on proposed legislation dealing with “animal rights.” In the paper the student explains the meaning of rights as seen by the founders, what determines rights, and the reasons why or why not the proposed law should be passed. The student states the position clearly and logically, substantiating it with facts.

# HISTORY-SOCIAL SCIENCE STANDARDS

## GRADE 12

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### ECONOMICS (ONE SEMESTER)

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#### STANDARD 1:

The student will demonstrate an understanding of scarcity as the basic economic problem and identify choice as its consequence.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Define scarcity as the relationship between wants and limited resources that are unable to meet all wants
- Demonstrate an acceptance of the fact that neither individuals nor society can have everything they want
- Explain how scarcity forces individuals and societies to make choices

#### **Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student identifies examples of scarcity in his/her own life, in the school, the state, and the nation.

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#### STANDARD 2:

The student demonstrates an understanding that all choices involve benefits and costs. When people choose, they accept one alternative and give up another.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Identify trade-offs in decisions
- Explain why opportunity costs are subjective

#### **Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student develops a position paper regarding a local, state, or national issue; the position is based on factors of opportunity cost related to the issue. In the paper, the student includes the major possible trade-offs and consequences. (Since opportunity cost is subjective, students may differ about the opportunity cost of a given issue.)

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#### STANDARD 3:

The student will identify the elements of benefit/cost analysis.

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#### **Examples of the types of work students should be able to do to meet the standard:**

- Explain how decisions involve goals, alternatives, and benefits and costs of alternatives
  - Evaluate and explain alternatives according to specific criteria
  - Identify benefits and costs of different alternatives
  - Use benefit/cost analysis in making decisions and analyzing historical decisions
  - Explain how marginal analysis involves giving up a little to gain a little (Most decisions involve marginal analysis as opposed to “all or nothing” decisions)
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**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

Using benefit/cost analysis, the student draws from his/her historical knowledge to explain the decision-making process for a Virginia soldier who fights for the North, and a Virginia soldier who fights for the South in the Civil War. The student draws from research and past knowledge in completing the analysis.

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**STANDARD 4:**

The student will demonstrate an understanding that people respond to incentives.

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**Examples of the types of work students should be able to do to meet the standard:**

- Demonstrate an understanding that incentives are personal rewards and penalties that affect choices and behavior
- Demonstrate an understanding that incentives influence behavior in markets, in political arenas, and in social interactions
- Demonstrate an understanding that private ownership is an incentive to carefully manage resources

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student uses the concept of incentives to analyze causes of pollution and possible solutions to the problem. The analysis draws from a variety of policy papers in presenting different, sometimes opposing, solutions.

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**STANDARD 5:**

The student will demonstrate an understanding that prices identify how scarce one good or service is compared to other goods and services. In a market economy, prices determine who gets what goods and services. Prices are determined by supply and demand.

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**Examples of the types of work students should be able to do to meet the standard:**

- Demonstrate an understanding that prices guide the production and consumption of goods and services
- Demonstrate an understanding that a higher price is an incentive to producers to produce more of a product, a lower price is an incentive to produce less of a product
- Demonstrate an understanding that a higher price is an incentive to a buyer to buy less of a product, a lower price is an incentive to buy more of a product
- Demonstrate an understanding that in a market economy, the forces of supply and demand determine how much will be bought and sold and at what price
- Demonstrate an understanding that markets have advantages and disadvantages over other forms of rationing scarce goods and services

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student identifies the impact of a natural disaster on the prices of goods and services in the impacted area.

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**STANDARD 6:**

The student will apply the concepts of markets to the labor market.

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**Examples of the types of work students should be able to do to meet the standard:**

- Demonstrate an understanding that the demand for a worker is derived from the demand for the goods or services he or she can produce
- Demonstrate an understanding that the more productive a worker, and the more highly priced the product he or she produces, the higher the income of that worker is likely to be

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student analyzes his/her own skills and uses this knowledge in making post-high school decisions.

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**STANDARD 7:**

The student demonstrates an understanding that an economy's performance is measured by changes in such economic indicators as Gross Domestic Product, employment and unemployment, and the rate of economic growth.

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**Examples of the types of work students should be able to do to meet the standard:**

- Define and calculate real Gross Domestic Product
- Define and calculate the rate of economic growth
- Define and calculate the unemployment rate and changes in employment

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student calculates the current rate of economic growth, compares it to previous periods, and explains the relevance of that growth rate for them.

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**STANDARD 8:**

The student demonstrates an understanding of the role that government plays in the economy in both a macro and a micro sense.

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**Examples of the types of work students should be able to do to meet the standard:**

- List and explain the monetary policy tools that the Federal Reserve Board employs in attempting to influence the level of economic activity
- List and explain the fiscal policy tools that the President and the Congress use in attempting to influence the level of economic activity
- Analyze and explain the impact of government policy on different groups in society
- Describe the impact of government intervention in particular markets
- Demonstrate an understanding of the main controversies over the proper role of government in the economy

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student identifies the shortage caused by a price ceiling in the market for apartments and analyzes the impact on prospective renters, apartment owners, and construction companies.

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**STANDARD 9:**

The student demonstrates an understanding of the impact that international economic cooperation has on people's lives.

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**Examples of the types of work students should be able to do to meet the standard:**

- Identify the distribution of the advantages and disadvantages of economic cooperation
- Analyze and explain the impacts of tariffs and quotas
- Explain the determination of exchange rates and the impact of a strong or weak dollar on different groups in the economy

**Samples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:**

The student participates in a panel discussion or debate on a free trade agreement, assuming the role of a consumer, small business owner, big business executive, or worker.